DOCUMENT RESUME

ED 077 491 JC 730 129

AUTHOR Hobbs, Rebecca
TITLE Academic Planning for the Minority/Disadvantaged Student: Three Models for Change. A Report of the National Dissemination Project for the Community Colleges.
INSTITUTION Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
NOTE 30p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Academic Education; *College Programs; *Community Colleges; *Disadvantaged Youth; *External Degree Programs; Guides; Models; Post Secondary Education

ABSTRACT

Three critical areas in academic planning are discussed. These areas are: (1) Modal Learning Programs; (2) Accountability Learning Systems; and (3) Non-Campus Degree Programs. Included in advantages of modal learning programs are: (1) an individualized, prescriptive approach to learning; (2) the breakdown of the wall between school and life; (3) a renewed emphasis on the interdisciplinary nature of knowledge; (4) a more flexible deployment of faculty; and (5) the opportunity to employ new approaches to evaluation. Modal learning development in Washington State, at the Wright Institute in Berkeley, California, at the Miami-Dade Junior College South Campus, Miami, Florida, and at Rockland's Cluster Colleges are described. Accountability learning programs seeks to build the missing elements of goal establishment evaluation, feedback, and corrective action into community college systems. Accountability systems developed by the National Laboratory for Higher Education (Durham, North Carolina), Wytheville Community College, Virginia, and the Washington State OEO project for community colleges are discussed. The non-campus college model serves educational needs through increased access and flexibility, and is potentially very useful for application to minority and low-income groups. The Vermont OEO Project--Planning and Demonstrating a Non-Campus Community College--is described. Other non-campus models briefly discussed are those at the College of Human Services, New York, and Empire State College. (DB)

FILMED FROM BEST AVAILABLE COPY

ED 077491

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ACADEMIC PLANNING FOR THE MINORITY/DISADVANTAGED STUDENT: THREE MODELS FOR CHANGE

A Report of the
National Dissemination Project
for the Community Colleges

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 28 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 730 129

By: Rebecca Hobbs.
Washington State Board
for Community College
Education.
Research and Planning
Seattle, Washington

FOREWORD

This report was prepared by the National Dissemination Project to suggest ways in which community colleges might better serve the academic needs of minority and disadvantaged students.

The National Dissemination Project is an outgrowth of ten earlier Office of Economic Opportunity projects undertaken by state community college agencies to develop comprehensive planning capacities to serve the disadvantaged and to provide institutional support in program development. It has become obvious from the high drop out rate alone, which often approaches 90 percent for disadvantaged students compared with 30 percent attrition rate for other students, that community colleges are not successfully meeting the educational and career needs of disadvantaged students. New approaches and new planning efforts are a critical need.

The lessons learned in the OEO planning projects as well as in other innovative programs and projects across the nation have been assessed by the National Dissemination Project. In total, visits have been made to over 100 community colleges in 16 states, and contacts established with state directors and concerned groups and agencies.

In Academic Planning, conclusions and recommendations of the National Dissemination Project have been grouped in three critical areas:

1. Modal Learning Programs. There is a compelling need for recognition of differing styles of learning and new approaches to the learning process. Only when new approaches, or modes, of learning can be provided, will many segments of the disadvantaged community find attendance at college a valuable rather than frustrating experience.

2. Accountability Learning Systems. A far greater emphasis needs to be placed upon the educational results achieved for the resources used. Accountability requires clear definitions of objectives in operational terms so that it is possible to evaluate the learning experience. It places responsibility for educational outputs upon educators at all levels.

3. Non-Campus Degree Programs. It is becoming increasingly apparent that if education is to be relevant--particularly to the unique experiences and needs of minority and disadvantaged students--it cannot always occur within the physical and curricular confines of the campus. Career-oriented education requires competencies, experiences and awarenesses which few traditional colleges can provide. The College Without Walls provides a much-needed alternative.

In this report, important concepts and exemplary program developments can only briefly be touched upon. It is hoped, therefore, that this will serve as an introduction and a focus for concern.

The National Dissemination Project will continue to provide resource information between now and August 1, 1973

in helping individuals, colleges and systems better serve minority and disadvantaged students. This will be done providing information, contacts, and assistance in planning for change. For further information contact:

Rebecca Duran de Hobbs
Academic Planning Specialist
Research and Planning Office
Washington State Board for
Community College Education
2722 Eastlake Avenue East
Seattle, Washington 98102
Telephone: (206) 464-7081

MODAL LEARNING

Fundamental to the modal educational concept is the belief that the current structure of higher education has serious limitations. The modal concept provides an alternative for implementing educational programs along modes of human intelligence instead of in terms of courses, or disciplines, divisions and/or departments.

The basic modes of intelligent behavior are: 1. The expressive mode, which encompasses activity, performance, forms of artistic creativity, emotion and imagination, i.e. the ways of reacting to the world without describing it in any literal sense. 2. The symbolic mode, which involves man as a symbol of words and other forms of notation. 3. The empirical mode, typified by man describing his world, conveying some truth about it. 4. The prescriptive mode in which man looks at his world and explores ways in which it might be improved.

As such, these modes are really different ways of approaching the learning process. Rarely, if ever, are they found in isolation from one another, and a properly educated individual should be able to function in all modes. Each individual, however, reacts differently to the educational process and functions more effectively in some modes than in others. This basic fact of human learning has rarely been recognized by our educational institutions, which continue to funnel students through a sequence of classroom courses and through a maze of textbooks and tests.

What is needed is a recognition of the educational validity of different modes of learning so that existing courses can be regrouped according to modes and alternative means of gaining credit made available.

Several obvious advantages result from the development of modal learning programs, including: (1) an individualized approach to the learning process, (2) a breakdown of the academic wall between school and life, (3) a renewed emphasis on the interdisciplinary nature of knowledge, (4) a more flexible deployment of faculty, and (5) the opportunity to employ new approaches to evaluation.

1. An individualized, prescriptive approach to learning. With the emphasis upon process, rather than the mastery of a body of information, the system is much more open to an individualized approach to learning. A student's education can be tailored to his or her own needs. Faculty members begin to serve more as facilitators of learning, helping each student explore and develop his own ideas in his own way.

2. The breakdown of the wall between school and life. With the empnasis upon process, the student is free to explore the social and cultural relevance of his or her learning. Work/study programs become the rule rather than the exception. The cultural experiences of minority students, particularly, are made an integral and meaningful part of education.

3. A renewed emphasis on the interdisciplinary nature of knowledge. As already noted, modes are more relevant categories for grouping academic pursuits than are divisions or subject

areas. Courses, thereby, become interdisciplinary, or at the very least broaden the scope of a discipline. Courses treat the interrelated problems which people are called upon to face in life situations. Again, this facilitates the exploration of social issues which are particularly relevant to minority and disadvantaged students.

4. A more flexible deployment of faculty. In modal learning programs faculty members are freed of rigid teaching (usually lecturing) responsibilities and able to utilize more time in personal advising and problem-solving with individual students or small groups of students. This is a major consideration in programs designed primarily for disadvantaged students, most of which are critically understaffed and unable to provide needed advisory assistance.

5. The opportunity to employ new approaches to evaluation. Traditional approaches to student evaluation have relied upon techniques the relevance of which have been questioned but never seriously challenged. In most college courses, testing and grading--rather than education--become predominant concerns. Modal learning programs suggest new techniques for evaluation based on the student's depth of involvement in one or more modes. Learning contracts provide the framework for evaluation.

Modal learning provides a new scheme for thinking about curricular organization and course development. Following are brief descriptions of important developments in modal learning as they are occurring around the country.

Modal Learning Developments in Washington State

Originally, the OEO project in Washington State played a dissemination role with respect to the modal concept. The concept was described and three different possible applications of the concept were communicated to minority affairs specialists in the state community college agency to serve as a framework for program development. The possible applications included:

1. Horizontal - one institution specializing in one mode (Chicano).

This application would involve a single community college campus and would deal with a single division such as ethnic studies. Options would be open to develop other modes.

2. Horizontal - inter-institutional sharing of various modes (Black).

This application would involve a floating campus approach for inter-institutional cooperation in educating students. The modal concept could be applied to one or several academic areas and several campuses would coordinate the programs. For example, the community college would handle the instructional mode, a university could deal with the research mode, and a community based organization could provide the experiential mode.

3. Vertical - one institution has a mixture of all modes (Native American).

This application would involve taking a program area such as career education, which involves multi-dimensional programs and developing modes to fit career ladders.

Present development in Washington State is limited to the first application noted above, leading toward a Chicano Modal Learning Program. A pilot program will be field-tested soon in one community college in which a Chicano studies program is already operating.

Key to the Modal Learning program will be the use of learning contracts to detail student objectives and how attainment of those objectives will be demonstrated. The focus of attention will be on action learning.

The model is seen as potentially important for application to all ethnic studies programs. Instead of establishing separate programs for every ethnic group, a modal ethnic studies program could encompass students from all ethnic groups and yet serve each student's separate cultural identity. It would do this through the individualized, prescriptive approach to learning.

Transferability of credits is always a concern in developing innovative programs at the community college level for minority and disadvantaged students. To help with this problem, representatives from universities, the community colleges and a statewide Chicano education group have cooperated to insure credit transfer once the Chicano Modal Learning Program is established.

Wright Institute's Modal Program for Training Community Mental Health Workers

The Wright Institute in Berkeley, California, is currently field testing a modal training program with a group of paraprofessional mental health workers, primarily Chicano, employed

by Santa Clara County in California.

The model has three major components:

1. A learning contract developed by the student in which he lays out his educational goals, what he plans to do to reach these goals, and how his success in reaching them can be evaluated. The inital contract must be approved by an academic committee (a faculty member of the accrediting institution, a person knowledgeable in the student's field of interest, and a fellow student). The student meets regularly thereafter with his committee to review progress toward the stated goals.

2. Alternative routes for achieving educational goals, not excluding classroom activity, but emphasizing learning through conducting work-related study projects. Thus, the student can acquire credits for conducting studies related to his own agencie's problems and program development as a part of his on-going work experience.

3. Learning through the teaching of others, with "older" students taking on staff roles in helping "younger" students with the development of their learning contracts and the planning of study projects. The Wright Institute refers to this process of the teaching of others as "contagion."

The program leads toward an A.A. degree within time limits comparable to full-time on-campus work. The Santa Clara students' work is presently accredited through the University of California at Santa Cruz and D.Q. University at Davis, California. Present plans call for use of the model in other institutions, including San Jose City College.

Miami-Dade Inter-Curricular Studies Program

The application of modal learning concepts to a remedial education program is being tested at the Miami-Dade Junior College South Campus in Miami, Florida.

The program, coordinated by Dr. Dwight Burrill, emphasizes an experiential learning environment with the application of Blume's Taxonomy of learning. Blume recognized that learning can occur in the cognitive (intellectual) as well as the affective (feeling, reacting) domain, and that there is a hierarchy of learning in each domain. The lowest level of learning is knowledge acquisition in the cognitive domain--the level at which most remedial programs start and end. The highest forms of learning involve character development and evaluation.

The intercurricular studies program aims at these higher forms of learning. Through student-faculty contracts, students organize their learning efforts in the areas of Individual Effectiveness, Community Involvement, Communications, Problem Solving, and Group Effectiveness. In each of these inter-curricular areas objectives are drawn up corresponding to various levels in Blume's hierarchy, such as acquisition of factual knowledge, comprehension of concepts and interrelationships, application and synthesis of knowledge, and evaluative development and characterization.

In the fall of 1970, a task force at Miami-Dade studied remedial education programs across the country and concluded that there were few successes and general climate of resignation.

The Inter-Curricular Studies Programs--with its emphasis on individualized and small group instruction, inter-disciplinary study, frequent student feedback, and recognition of various levels of learning--has begun to ameliorate the situation. So far student response has been positive. Attrition rate in the programs first semester was 30 percent, about average for the school as a whole. At least some of the attrition may be due to an initial inability by students to cope with the new unstructured learning environment, according to Dr. Burrill.

Rockland's Cluster Colleges

Rockland Community College in Suffern, New York, has initiated a unique approach to model learning--something it calls "cluster colleges." According to Rockland's President, Dr. Seymour Eskow, the cluster colleges are designed to provide a comprehensive range of learning situations, utilizing various teaching and learning approaches.

Instead of pursuing their education through the traditional curricular offerings, students may elect to earn credits and even degrees in one of several alternative "colleges."

College A is project oriented, interdisciplinary, with emphasis upon "discovery learning." According to their interests, students may study local history, auto mechanics, social change or mysticism. Participation may take the form of seminar discussions, consultation with a faculty member, presentation of a project, or almost anything else agreed upon by a faculty advisor and a student. At the end of each semester, students take part

in evaluating their own work through presentation of a paper.

College B is, or was, an urban college. This year it has been discontinued pending reassessment. But last year, students in College B were involved with public service agencies in a poor community. The emphasis was upon experiential learning and attempts at problem solving. The program was hindered somewhat by a lack of full-time faculty members and a lack of structure. It was assumed that somehow students would gain an education simply by being exposed to community experiences. If a better evaluation system for this experiential mode can be developed, perhaps employing learning contracts, the college may start up again.

College C is an integrated program of humanities to investigate the development of man's thought and art. Faculty-student interaction is important in discussion and investigation of such topics as "The Toots of Modern Life," and "The Contemporary Challenge." Fifty-five are active in the program this year.

All of these cluster colleges emphasize the importance of a sense of community in learning, whether that community be in a nearby town or on campus. As one Rockland brochure comments, "The community is people working on their own, coming together to discuss their work and then going on..." Both providing encouragement and reassurance--telling the student that with regard to his education only his choices are valid.

ACCOUNTABLE LEARNING SYSTEMS

Input, transformation, output, and feedback are the four major functions of any system. As these functions operate over time, they enable the system to more closely approach its goals. Implicit in the concept of systems is purpose; a system moves toward goals by transforming input into output. The imputs in community college education are: (1) students who come to the school with various cultures, skills, knowledge, and needs, and (2) educational facilitators, including faculties, administration, buildings, materials, etc. The transformation is learning and the output is the increased knowledge and skills of the students.

In traditional community college systems there is very little consistent evaluation. Grading practices are inconsistent from term to term and subject to subject, within colleges and between colleges. At best it is highly questionable whether grades correlate with real achievement.

Looking below the surface of the problem, one finds that a factor in the lack of good evaluation is the lack of clear goals and objectives for learning. Since purposeful goal-seeking is one of the prime characteristics of a system, it becomes clear that many community colleges do not demonstrate all the properties of a true system. Without goals, effective evaluation, feedback and corrective action become impossible. With regard to the minority/disadvantaged student, the system tends to continue its processes regardless of the quality of the output (as illustrated

by continuing high attrition rates for these students.)

Accountability seeks to build the missing elements of goal establishment, evaluation, feedback and corrective action into community college systems. It is an idea whose time has come, as witnessed by the selection of accountability as the theme of the 1971 American Association of Junior Colleges convention. Accelerating costs and declining performance levels in public education have generated wide public disenchantment among taxpayers, and new federal legislation is requiring predictable and measurable results.

Accountability is particularly important in the realm of programs for minority/disadvantaged students. The generally low quality of these programs evidences education's apparent mobility, as it is presently operating, to meet the needs of these "New Students" in higher education.

Some notable efforts have been made in the past few years to develop accountable learning systems for community colleges. Following are brief discussions of those systems developed by the National Laboratory for Higher Education (Durham, North Carolina); Wytheville Community College, Virginia; and the Washington State OEO project for the community colleges.

The National Laboratory for Higher Education (NLHE).

In 1970, the NLHE received an OEO grant to implement its accountable learning system in selected community colleges in North Carolina, through the use of "Educational Development Teams," or EDT's.

The core meaning, or common dimension, in all manifestations of the NLHE system is an emphasis upon the educational results achieved for the resources employed. Two basic tenets are stressed:

--The responsibility of educators at all levels to be held functionally responsible for those educational outputs they are able to affect.

--The clear definition of institutional and instructional objectives in terms so operational and definite that it is possible to evaluate or measure the extent to which they are being achieved.

From these tenets, several assumptions have been generated on how to best affect needed change and institute an accountable learning system:

--The institutionalization of change requires coordinated planning and the involvement of key personnel from the administrative division, the student support division, and the instructional division.

--If any solution is to have meaning for a given school, it must come from within the school. All involved must perceive that the force for change and competence to operate and maintain new directions is located within the school's own staff.

--Outside agencies and/or consultants, such as those from NLHE can serve as catalysts for change and provide moral and material support.

To combine coordinated support from within a school with consultancy assistance from the outside, NLHE organized local college Educational Development Teams supported by a central EDT. Each local EDT consisted of administrative, student support and instructional member who were charged with facilitating "improvement of the overall environment for student learning through the concept of accountability for student learning."* They were to challenge all operations within the school and organize efforts at accountable change. This meant questionning many long-accepted institutional procedures, among them: the lecture method; the predetermined amount of material to be covered in a given period of time; the excessive reliance upon books as a learning resource to the neglect of other media; the organization of learning activities into academic years, semester hours' credits, and grade-point averages.

The central EDT at the National Laboratory provided training support to local EDT members through a series of workshops on the unique problems of disadvantaged students, on setting instructional objectives, on counseling methods, and on various teaching techniques.

---

* John Pitman,
"Bimonthly Progress Report to the U.S. Office of Economic Opportunity," Regional Education Laboratory for the Carolinas and Virginia, Durham, N.C., April 1, 1971, p. 19.

According to an NLHE report on the OEO project:

> Accountability is a privilege--not a burden. It calls forth the best within us. It challenges us to examine our purposes, to find better ways to make education responsible to the society that pays the bills. In the words of (Associate Commission of Education) Davies, "it holds equal promise for all the education's clients, those who come to school well-prepared to share its benefits, and those who have nothing in their backgrounds that would equip them for a successful learning experience."*

Wytheville Community College, Virginia.

Wytneville Community College and the Junior and Community College Division of the National Laboratory for Higher Education have been engaged in a joint endeavor to optimize the learning program at Wytheville, through accountability. This project continues to concentrate on the need to develop an instructional program which is relevant to the learning capabilities of students from the rural Appalachian section of Virginia in which the college is located.

The college committed itself to accountability for both learning and instructional relevance. As a result of this commitment, the college faculty adapted long-range goals to improve instruction and student achievement. A system approach to instruction was selected as the method best suited to assure continuing improvement of the teaching-learning process and ultimately the long range goals of the college.

---

* John Pitman, "Bimonthly Progress Report to the U.S. Office of Economic Opportunity," Regional Education Laboratory for the Carolinas and Virginia, Durham, N.C., April 1, 1971, p. 15.

An essential element of the project has been to conduct in-service training to familiarize instructional staff with techniques for clearly defining instructional objectives. The program has produced positive results over several years, as confirmed by an on-going reassessment of student acnievement levels.

As a direct result of the program the college's Developmental Studies Division has been able to completely individualize its courses and redirect its efforts. The Division now formally accepts the principle that the interests, ambitions, and capabilities of each student are different and that consequently each student's program must be tailored to his or her specific needs. New individualized programs make use of student tutors, non-punitive grading, a flexible course calendar, and motivational techniques. Student activities, cultural awareness and counseling efforts are all integrated into a student's total program.

The Washington State OEO Project for the Community Colleges.

One technique for promoting educational accountability is the external program audit, as employed in the Washington State OEO Project. The auditor may be seen as analogous to the certified public accountant who reviews the accomplishments of business firms--his efforts are directed toward a public statement of educational program accomplishments, certifying the results of a program in line with the expenditure of public funds.

The audit process, as defined by the U.S. Office of Education, occurs in two stages: developmental and operational. During the developmental phase, the auditor reviews and criticizes the evaluation design. During the operational period, the auditor makes site visits to the program to investigate expenditures and interview program personnel, and prepare public reports of findings.

The audit alone cannot be relied upon to achieve accountability because it is not concerned with the goals of the educational program, only its results. The audit cannot take into account the structure of the system within which the program must operate, nor will the program be necessarily changed on the basis of an auditor's findings because recommendations for change are not included in the auditor's evaluation. External audits, then, provide only one link in the feedback chain of an accountability system--an important one, nevertheless.

NON-CAMPUS DEGREE PROGRAMS

The non-campus community college, or the community college without walls, has been so named because it provides for learning outside the usual campus centered programs. Many states have not developed comprehensive community college systems and many have no community colleges at all. The non-campus community college is a viable alternative model for such states especially where there are large numbers of the poor and uneducated who need access to higher education.

While the non-campus degree approach is receiving widespread national attention (most markedly through the University Without Walls project) in universities and 4-year institutions, very little development of this concept has occurred in community colleges. Moreover, it has not been common to reach disadvantaged and minority persons in such programs at the community college level.

One of the greatest movements in higher education today is toward opening the college door to all members of the community--including the disadvantaged. Community colleges have taken on the responsibility of serving an ever increasing number of people, and it is the goal of many state systems to provide college programs within commuting distance of everyone. The campus college is still, however, the major mode of delivery.

There is a need for a new model of community college education which reflects changing conditions and facilitates new learning situations. Population and enrollment projections

indicate that additional facilities for higher education will not be needed by the time we reach 1980, except for facilities reflecting new technology or remodeling. If population trends continue as projected, the challenge of the next ten years will be to increase educational opportunities without creating surplus campus buildings.

Many conditions provide new possibilities for non-campus community colleges: Discontent with traditional forms of community college education, a continued move to make education accessible to minority and disadvantaged student populations, a more sophisticated development of educational technology, the increasing time spent by students in educational institutions, and the changing dimensions of student populations projected for the next two decades. All of these factors point to new forms of learning which need not be confined to a single campus or to rigid time blocks.

The non-campus college model takes these changes into account and capitalizes on them in creating new institutions not bound by facilities--serving educational needs through increased access and flexibility, reaching out to educate the people in the community.

The non-campus college approach is potentially very useful for application to minority and low income groups. Each student program is based on former educational experience, both in the classroom and in the community. In effect, the institution adapts itself to each student's needs and background, rather than making the student adapt to a conforming institutional character.

There is no pressure on the minority student to participate in a curriculum designed for white, upper and middle class students. Rather, the minority student can determine the design of his own curriculum to fit his cultural or racial identity, his special learning styles, his own time block and finally his own life goals. Older students, with families and work obligations, should also be better able to meet their educational needs through this model.

The committment of many minority students to work for social improvements in their communities has often had to be postponed in order to get a college degree. In effect, the student has had to choose between his life in the community and his life at college. The non-campus model provides the opportunity for these students to plan their community experiences so as to derive formal educational recognition, and at the same time learn valuable skills through community participation. This frees the student from the constraints of divided loyalties between community committment and an educational degree.

There are many areas of concern in developing and maintaining non-campus programs for minority and disadvantaged students. There is a danger that the publicity given non-campus programs will raise expectations before there are well developed plans for implementation. There is also the risk that minority/disadvantaged students may become academically isolated if non-campus programs become too individualized and too dependent on correspondence courses, television, and other impersonal learning channels. Moreover, there is the problem of vagueness and lack of creativity

in developing curriculum for non-campus programs. An additional pitfall may be that in the excitement to develop new non-campus degree programs for minority/disadvantaged students, the important issue of what constitutes a good education will be postponed.

To deal with such problems, non-campus degree programs should identify learning objectives in operational terms. Assessment of educational achievement through the use of well-developed evaluative instruments is essential both for monitoring student progress and improving educational programming.

The Vermont OEO Project--Planning and Demonstrating a Non-Campus Community College. In 1970 the Office of Economic Opportunity funded the state of Vermont to plan and implement a Community College Without Walls demonstration model. The Vermont Regional Community College Commission (VRCCC) was created to oversee the pre-planning phase of the OEO grant. The purpose of the demonstration model project and the charge of the Commission were:

1. To research and demonstrate the feasibility of a non-campus community oriented, academic, skill and professional training program operating within the state of Vermont;

2. To train state level personnel in the effective coordination of education and career programs for the disadvantaged.

The Commission was also charged with testing two hypotheses: (1) that education can be taken to the consumer and should meet the expressed needs of the potential student; and (2) that many of these educational needs can be met through the utilization and coordination of existing resources.

The VRCCC decided that by operating in the field during the planning phase of the grant, the potential demand for its educational services could be tested at the same time as the major operational problems of this type of community college system could be solved. Three regional site offices were established and each site staffed with a Coordinator, Assistant Coordinator, Counselor, two Counselor Aides, Remedial Aides, and a Secretary.

The first phase of operations saw the Commission staff identifying problems and asking questions pertinent to the operation of a non-campus, open access college in Vermont. The staff identified an operating structure which would allow local flexibility while ensuring the delivery of quality educational services to VRCCC students. This structure included the development of curriculum, learning support for teachers and students, management and planning at all levels, internal information systems and staff training.

The second phase included the field testing of ideas and solutions generated during phase one, the evaluation of field experiences, the revision of operations based on the experience and knowledge accumulated, and an increase in the professionalization of staff. The fully-functioning community college system now operates a field-tested model.

It is a policy of the VRCCC that all adults are eligible for college programs regardless of age, economic status, or prior educational attainment. Thus a tremendous diversity of students,

have taken courses.

Most students are Vermonters who have left their formal schooling and are presently employed or want to be employed. The majority want to increase their job and social skills. The college, therefore, emphasizes career-oriented programs that are designed to enable the student to learn at his own pace taking into account skills and experiences he has acquired through live and job experiences. The curriculum is individualized, allowing the student to identify closely with courses and programs he helps design to meet his needs.

Education available through this model is competency based. Students progress toward educational goals they themselves define with the help of a counselor. The three major areas in which the student must demonstrate competence in order to receive a two-year degree are:

Intellectual Competence. Persons holding an AA degree should demonstrate an ability to think and act clearly. This ability can be defined by obtaining competencies such as the following:

1. Communication skills - oral, written.
2. Critical skills.
3. Analytical skills.
4. Methods of Inquiry.
5. Value Clarification.
6. Information gathering skills.

Social Competence. Persons helding an AA degree should have a critical awareness of themselves in relation to their society. This awareness can be defined by obtaining competencies such as

the following:

1. Interaction with the general public and community organizations.
2. Awareness of institutions in the community and their impact on its life.
3. Awareness of the relationship between the community and its history.
4. Understanding the role of the individual in the community.
5. Knowledge of the community and its future.

Physical and Manual Competence. Persons holding and AA degree should have an ability to relate to their community through physical and manual means. This can be defined by obtaining competencies such as the following:

1. The ability to apply manual skills successfully.
2. The ability to communicate non-verbally and/or creatively.
3. An understanding of man's relationship to his physical environment.
4. The ability to apply learned skills to modify the physical environment.

The VRCCC does not have a full-time resident faculty. Therefore, in order to insure quality curriculum, State Advisory Councils (SAC) were established to develop program guidelines. The function of each SAC is to define skills which a person competent in particular degree programs must possess. The VRCCC's approach to curriculum development relies on Vermont residents who are known and identified as legitimate authorities in the pertinent curriculum area. The recommendation of the SAC becomes the context or

basis for development of the students' individualized programs. Each SAC indludes:

1. Three potential students who may matriculate within that field.
2. Three people actively involved in the teaching of a given curriculum area.
3. Three people practicing in the curricular area, preferably in a non-academic setting.
4. The VRCCC director or his representative.

The "Course Planning and Evaluation Handbook" was developed to provide a vehicle for the development, approval and evaluation of learning. It describes a process for enhancing communication between student, teacher, and college, with emphasis upon descriptions of what can be expected from each course. All of these and other steps taken in the development of VRCCC represent an innovative yet sound approach to non-campus education.

The Vermont project represents a usable model for the development of a non-campus approach to community college education. Key ingredients in a successful system were all dealt with, including: flexibility, identification and recruiting of target groups, location, community needs, creative programming and evaluation. It should also be pointed out that non-campus programs are for the most part self-learning approaches. Motivation of students in such programs must be high, and they must have the ability to proceed under self-direction in an unstructured atmosphere. Motivation, study

skills, and self-direction are not generally fully-developed in persons who have not had sufficient exposure to higher education or who are just out of high school.

Thus, there is a real need to prepare students for an unstructured learning environment if non-campus approaches are to be successful. Vermont dealt with this problem through a special orientation program and also through emphasizing the hiring of lay faculty who were familiar with the cultural background of the target student group.

The College of Human Services, New York. The College of Human Services in New York is an experimental, two-year college offering an AA degree to those low-income adults completing its subsidized, work study program. The curriculum prepares students for professional careers in the human services area. The college views its work as the first step in creating a new kind of educational process to provide an entirely different alternative route into the human services professions, such as social work, law, urban planning, guidance, mental health, etc.

Empire State College. This non-campus model was established in New York as a separate administrative unit of the state university to explore the dual problems of non-classroom modes of learning and cooperative utilization of existing educational resources at state university campuses, at other institutions of higher education, and in the community at large. Associate of Arts degrees are offered. A unique aspect of Empire State, which distinguishes it from other non-campus colleges, is its

linkage to the state university system.

There are three options for pursuing a degree. They include: the "Experience Mode," focusing on employment/based learning; the "Problem Mode," focusing on an interdisciplinary study of important social issues; and the "Discipline Mode," which emphasizes the more traditional course-centered learning.

No matter what the mode, each student program is built around his particular interests and abilities and allows the inclusion of a variety of work, community service and other types of experience. The keynote is flexibility; the student may take a few courses on campuses, use experiential learning, or work experience and pursue specialized interests.

Empire State College makes a distinction between <u>faculty</u> (who are appointed to a central learning resources center and have the responsibility for developing the organized program of study) and <u>mentors</u> who are assigned to out-lying area learning centers. Mentors are academic persons, trained and experienced as college and university faculty members. Though their duties are heavily involved in academic advisement and student program planning, they also tutor students in academic subjects and work with other faculty in the creation of self-paced learning resources. They are regional leaders in developing and testing non-traditional approaches to higher education.